



USAID | **ZAMBIA**
FROM THE AMERICAN PEOPLE



STRENGTHENING EDUCATIONAL PERFORMANCE - UP (STEP-UP ZAMBIA)

PERFORMANCE MONITORING AND EVALUATION PLAN

Contract No. AID-611-C-12-00001

December 5, 2012

This publication was produced for review by the United States Agency for International Development (USAID). It was prepared by Chemonics International Inc. The views expressed in this publication do not necessarily reflect the views of USAID or the United States government.

CONTENTS

Acronyms	iii
Section I. Introduction	1
A. The STEP-Up Zambia Approach	1
B. Project Organizational Structure	4
C. STEP-Up's Approach to Monitoring, Evaluation, Analysis, and Communication	6
D. Critical Assumptions	7
Section II. Performance Management Plan	8
A. Overview of Indicators, Baselines, and Targets	8
B. Data Sources and Data Collection Methods	9
C. Data Quality Control	9
D. Reporting	10
E. Staff Responsibilities	10
Annexes	
Annex A. Consolidated List of Indicators and Targets	11
Annex B. Tracking Amendments to the PMEP	19
Annex C. Indicator Reference Sheets	20

ACRONYMS

DEBS	District Education Board Secretary
DQA	Data Quality Assessment
FY	Fiscal Year
ICT	Information and Communication Technology
M&E	Monitoring and Evaluation
MESVTEE	Ministry of Education, Science, and Vocational Training, and Early Education
MMU	MESVTEE Management UNIT
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Office
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PMEP	Performance Monitoring and Evaluation Plan
PPP	Public-Private Partnership
RDQA	Routine Data Quality Assessment
SIR	Sub-intermediate Results
STEP-Up Zambia	Strengthening Educational Performance – Up
T&C	Testing and Counseling

SECTION I. INTRODUCTION

The Strengthening Educational Performance – Up (STEP-Up) Zambia project’s performance monitoring and evaluation plan (PMEP) guides the project team and project stakeholders in collecting high-quality data pertaining to performance of the education system and using it to manage project activities, monitor progress, and communicate verifiable, evidence-based results. The PMEP reflects quantitative and qualitative data, and is designed to capture the dynamic process of education management reform in Zambia with particular focus on relating project support to improved reading achievement. STEP-Up carries out monitoring and evaluation (M&E) in collaboration with project counterparts, a practice that will strengthen local institutions’ ability to collect and use data to inform decision-making in support of continued improvements in the Zambian education system.

Setting targets, monitoring progress, and evaluating results are vital management and accountability functions that support appropriate decision-making, such as when there is a need to adjust implementation approaches and timing to meet targets. The indicators in the PMEP define the metrics by which progress — ultimately, project success — is defined. However, monitoring is a dynamic process that will incorporate additional metrics as activities reveal new development paradigms. Through continuous and high-quality data collection, the PMEP framework will enable STEP-Up’s staff and stakeholders to track the transformation of education management in Zambia and the impact of project-supported reforms on the reading abilities of early grade pupils.

A. The STEP-Up Zambia Approach

The Government of the Republic of Zambia, through the Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE), is committed to strengthening oversight and accountability that will ensure the delivery of effective educational services. To support this objective, STEP-Up Zambia is providing senior managers at MESVTEE with information and supporting the development of tools for oversight and management (such as policies, guidelines, and strategies) to stimulate practices that increase accountability for results. The project seeks to transform management norms toward a focus on learning, strengthen evidence-based decision-making through systematic collection of early grade reading assessment data, improve policies in reading instruction, and enhance leadership and management at all levels of the education system. Improved leadership and oversight resulting from these actions will contribute to an increase of at least 15 percent in reading achievement on standardized exams in five years.

STEP-Up Zambia’s Five Tasks

1. Integrate and strengthen systems for improved decision-making.
2. Promote equity as a central theme in policy development and education management reform.
3. Institutionalize MESVTEE’s management of HIV/AIDS workplace programs.
4. Strengthen decentralization for improved learner performance.
5. Engage Zambian institutions of higher education in MESVTEE policy research and analysis.

STEP-Up Zambia’s mission aligns with MESVTEE’s national goals and USAID’s global education priorities. The project team is providing MESVTEE with responsive, demand-driven support to inspire, catalyze, and decentralize better use of systems and resources to research and implement policies that place learners and reading achievement at the center of public discussions about education quality, and to guide informed policy development and implementation that supports equitable access to education. These objectives correspond with the first goal of USAID’s education strategy: “Improved reading skills for 100 million children in primary grades by 2015,” and intermediate results 1.2 (“Reading delivery systems improved”) and 1.3 (“Greater engagement, accountability, and transparency by communities and the public”). STEP-Up also has funding from the U.S. President’s Emergency Plan for AIDS Relief (PEPFAR) to help MESVTEE strengthen its HIV/AIDS policy so that teachers and families have increased access to services and are encouraged to make healthy lifestyle choices. These holistic efforts have a direct impact on increasing educational resources for teaching and learning and improving pupil performance.

The approaches, indicators, and targets in this PMEP reflect a nuanced understanding of the challenges and opportunities in the Zambian education system, informed by extensive ground-truthing by STEP-Up during its first year. During the ground-truthing phase, MESVTEE staff accompanied project staff on field visits to districts in every province, engaging education administrators, head teachers, classroom teachers, and community members in discussions about learner performance, reading achievement, and education management. These field visits had three results: helping MESVTEE counterparts understand STEP-Up’s role and cementing the partnership between the project team and its key counterparts; confirming the assumptions under which the project had been conceived; and identifying models of successful education management and oversight that have led to improved learning outcomes. The results of ground-truthing, coupled with the direct input of STEP-Up’s task area leaders, led to the development of an updated project results framework (see Exhibit 1, on the next page) and corresponding indicators and targets.

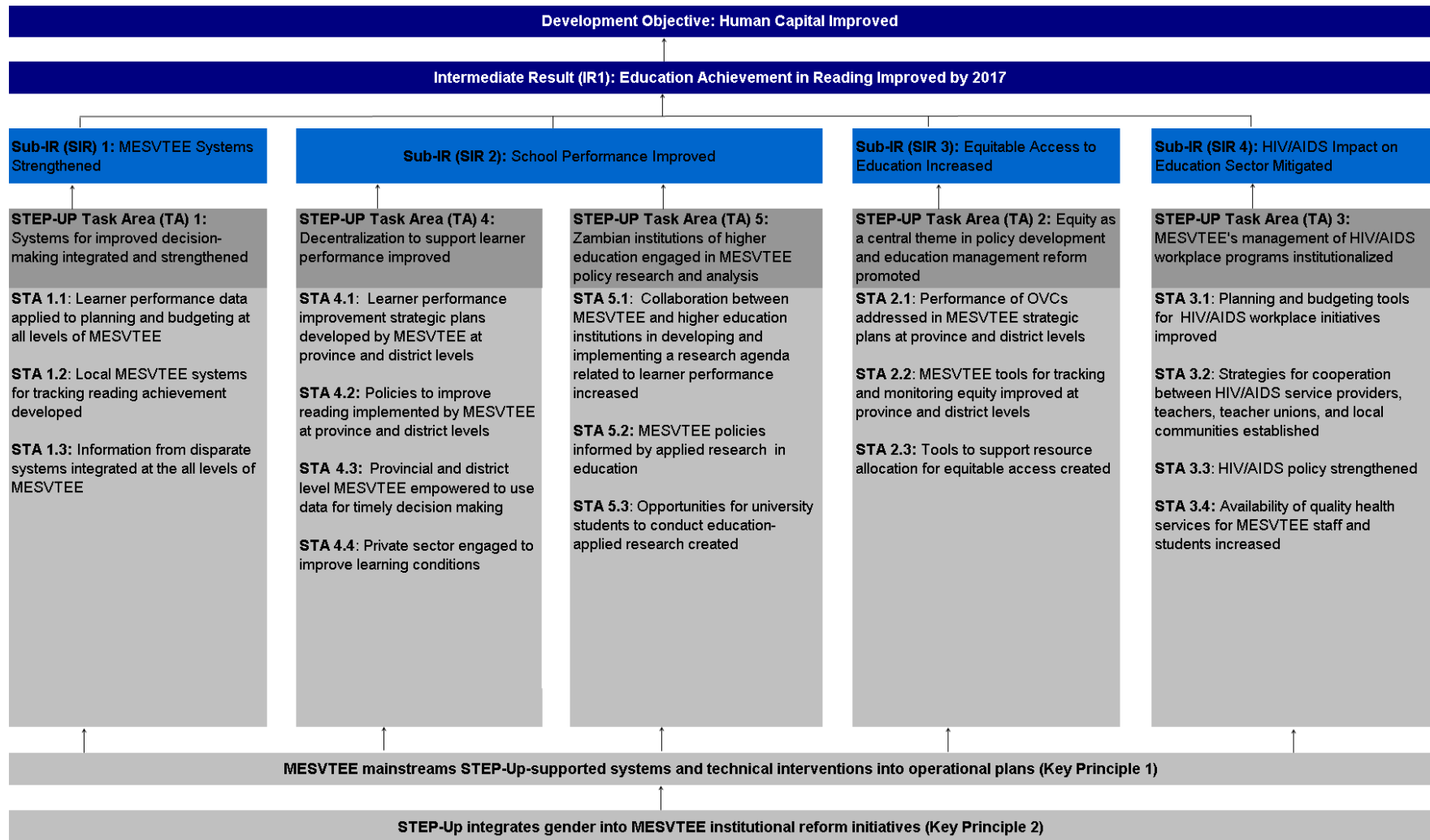
The initial field visits revealed that “lack of resources” (as expressed repeatedly by head teachers) was not the cause of low reading levels in most classrooms. The project team visited schools with plentiful resources that were not performing well, and poor government and community schools in remote areas that were producing impressive results in the reading levels of their pupils. The conclusion from the ground-truthing experience was that a “whole system reform” approach should be adopted to support and catalyze change in Zambia’s education system.

This approach is grounded in the belief that change cannot be instructed — it must first be experienced. Changing knowledge, attitudes, and practices within MESVTEE requires collaborative learning opportunities designed to model practical, results-driven management norms. STEP-Up’s methodology entails the following change areas: a more strategic strengthening and use of available financial, human resource, and education information systems; development of management oversight tools such as guidelines, policies, and long-term strategies that clarify expectations and set targets regarding reading performance; enhancing the execution of decentralized authority and leadership with a focus on improving reading achievement; strategic communication from the ministry as a tool to institutionalize reforms and encourage

community participation in the delivery of education; and establishing partnerships between the public and private sectors to increase the availability of local resources.

Taken together, these improvements will enhance reading performance at all levels by creating an ethos in which data on reading achievement is systematically collected and translated into policy and practice. STEP-Up's work will create a sustainable structure of ownership and better allocation of MESVTEE resources to equitably improve reading achievement in primary grades. Exhibit 1 illustrates how STEP-Up will achieve these results.

Exhibit 1. STEP-Up Zambia Results Framework



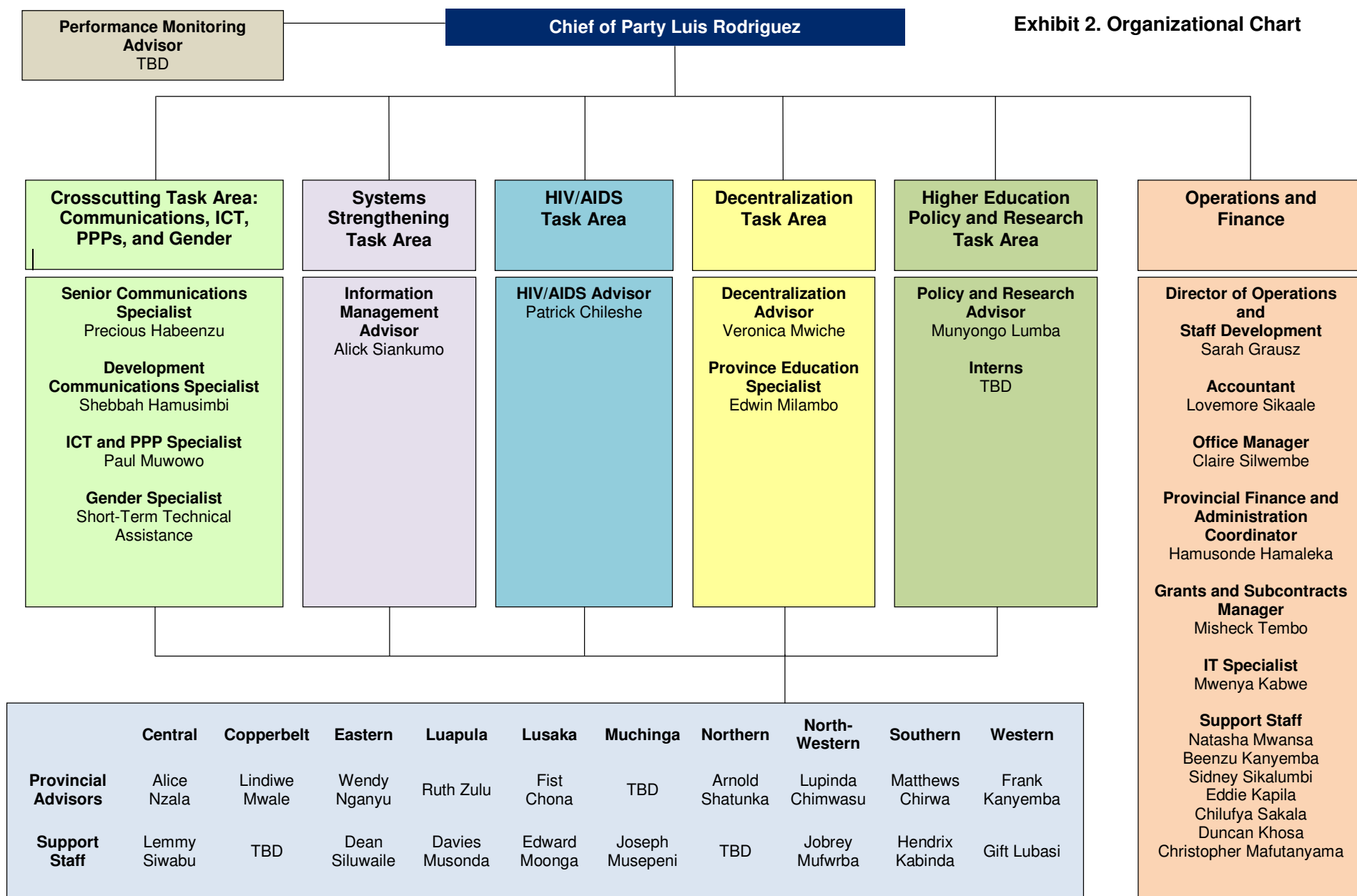
B. Project Organizational Structure

To achieve the outputs of the project, including integration of tasks, STEP-Up Zambia's organizational structure (Exhibit 2, next page) includes a chief of party who oversees the work of a long-term technical team focused on systems, policy, decentralization, HIV/AIDS, development communications, and public-private partnerships. Supporting this team's work are 10 advisors embedded in each provincial education office, and a variety of short-term specialists. The chief of party's role includes ensuring that planned activities proceed in a coordinated and effective manner. Project activities are organized under five technical areas, with task leaders overseeing each one:

- *Task 1: Strengthening systems for improved evidence-based decision-making.* This task enhances information systems to capture and link data, particularly on reading achievement, to more effective decision-making and related policy issues.
- *Task 2: Promoting equity in policy development and management reform.* Under this crosscutting task, which includes gender-related issues, STEP-Up Zambia works with MESVTEE to promote systems, policies, and practices that mitigate discrimination of disadvantaged students, impoverished and rural students, orphans and vulnerable children, and other vulnerable groups.
- *Task 3: Institutionalizing MESVTEE management of HIV/AIDS workplace programs.* STEP-Up Zambia is assisting MESVTEE to raise awareness and improve health in the education community. Improved prevention, detection, and treatment of HIV/AIDS-affected populations will decrease teacher absenteeism and contribute to improved learner performance. (STEP-Up's PMEP includes PEPFAR indicators.)
- *Task 4: Strengthening decentralization for improved learner performance.* This task addresses critical decentralization and local empowerment issues to generate stronger "push-pull" dynamics from districts and provinces to the central ministry. The emphasis is on increasing authority and decision-making at the provincial, district, and school levels.
- *Task 5: Engaging higher education institutions in MESVTEE education research.* Under this task, STEP-Up is elevating the level of collaboration between MESVTEE and higher education institutions in undertaking applied research in areas that will support improved policy and strategic planning for improved learner performance.

Crosscutting Task Area: Communications, information and communication technology (ICT), and public-private partnerships (PPPs). This multidisciplinary task area is promoting the development and implementation of a MESVTEE communications strategy to institutionalize reforms generated through the five technical task areas and generate community participation in education delivery. This task also involves the piloting and scale-up of innovative technologies to enhance education management and forge closer links between the public and private sector to increase the availability of local resources for education in Zambia.

Exhibit 2. Organizational Chart



C. Approach to Monitoring, Evaluation, Analysis, and Communication

M&E plays a critical role in understanding, demonstrating, and communicating STEP-Up Zambia's results and in guiding contract management. The STEP-Up team understand the need for visible improvements in the education system. To ensure successful outcomes, the STEP-Up team will use its M&E system as a management tool to monitor the progress of project activities, capture the impact of project interventions on the development of the Zambian education system, and serve as an early-warning system to alert the team of activities that are not progressing as planned or that are not having the intended result. STEP-Up's analysis of M&E data will guide project decision-making and resource allocation and document progress.

STEP-Up's approach to implementing the PMEP is guided by the following principles:

- *Useful for decision-making and learning.* The primary purpose of performance monitoring is to measure progress against results and provide information to decision-makers to guide ongoing project implementation. Throughout the project, our PMEP will provide STEP-Up Zambia and MESVTEE staff with the data they need to plan the next phase of project interventions.
- *Results-oriented.* The results framework (see page 3) depicts STEP-Up's theory of change and is the foundation for the PMEP. Each project output and input links to a specific result area in the results framework.
- *Collaborative.* The most important measures in the PMEP — those related to learner performance — are designed to integrate with MESVTEE systems as part of the STEP-Up Zambia project design. Part of the project's core approach is to work collaboratively with MESVTEE staff to develop instruments and tools to measure those indicators and strategies to address whatever data analysis reveals.
- *Efficient and effective.* STEP-Up has streamlined its systems of measurement so that the team is collecting and reporting on the information that is most useful for performance management and meets USAID's reporting needs. Through the posting of provincial advisors, who will collect timely district-level and provincial data, STEP-Up is minimizing the management burden and cost M&E, while meeting information needs.

Communication plays a vital role in performance management. In communicating STEP-Up Zambia's results, the project team will share information in a transparent manner that will advance learning and accurately demonstrate the project's results. Communications will make it clear that project results have been jointly achieved by USAID and MESVTEE. When communicating about achievements, the STEP-Up team will be careful to communicate any limitations in data quality and attribute results honestly.

D. Critical Assumptions

In developing the PMEP, STEP-Up focused on indicators that would allow tracking and measurement of results attributable to the project. The project's ability to demonstrate improvement in these measures relies on the following assumptions:

- *Partnerships will remain strong.* To achieve project objectives, STEP-Up assumes that the partnership with MESVTEE will remain in place and continue to deepen, even if individual leaders change, and that each partner will contribute the necessary technical resources.
- *MESVTEE is ready and has the capacity to expand the decentralization process to all levels.* Without this level of readiness, project objectives could be delayed or compromised.
- *MESVTEE is willing to lead and sustain organizational learning.* Embedding the concept of change at the ministry's central and provincial levels will be essential to ensuring the necessary changes and social dynamics required to improve learner performance in reading. The concept is to help the system focus its operations on service to its final beneficiaries — the learners.
- *MESVTEE is successful in strengthening its financial systems.* Gaps and shortcomings in financial management have been a handicap for the ministry, and have affected donors' contributions to the education sector. Strengthening the financial system will provide the required guarantees and safeguards to secure future contributions from donors.

Annex A, "Consolidated List of Indicators and Targets," provides a more detailed listing of specific assumptions.

SECTION II. PERFORMANCE MANAGEMENT PLAN

A. Overview of Indicators, Baselines, and Targets

The STEP-Up Zambia project is supporting MESVTEE to strengthen its management systems and improve education oversight norms, with a view to improving reading achievement by as much as 15 percent over the life of the project. To track progress toward this overall goal, the project team has identified life-of-project indicators for impact, outcomes, and outputs in the results framework; these indicators are included in Annex A. The indicators are designed to track implementation of activities against targets, capture project outcomes for learning and communication, and contribute to USAID's performance management and reporting needs. STEP-Up's performance management plan also includes selected indicators that measure project-level results.

To enable comprehensive review of progress, troubleshooting, and management, the M&E system will track two main types of performance indicators:

- Quantitative measures, represented principally by USAID's standard education and PEPFAR indicators, will track output results and provide feedback to managers on project performance so they can identify areas where implementation strategies may need to be adjusted. The quantitative data will also allow for trend analyses over time.
- To complement the quantitative results, STEP-Up will systematically collect and analyze qualitative data on educators' knowledge, attitudes, and practices to ascertain the evolving "status quo" within the education system. Qualitative data collection and analysis will include the project baseline assessment, documentation of field visits and meetings with ministry staff, the project's midterm review, and research carried out by higher education institutions under Task 5. Qualitative measures will demonstrate the value of implementing project activities by documenting compelling personal stories of education managers and their attitudes toward new management approaches, pedagogical methods, curriculum content, and performance assessment. These measures will also reveal the depth of decentralization practices in the ministry, such as information sharing, policy development and implementation, and resource allocation.

Disaggregation. Where appropriate, indicator data is disaggregated by sex, OVC status, disadvantaged schools, location, level of administration, and other appropriate criteria. Doing so allows us to analyze project results within these various criteria.

Baselines and targets. STEP-Up Zambia's Year 1, December 2011 to December 2012, is the baseline year, and targets for many indicators are valued at 0. During the project's first 18 months, the M&E team is working with other project staff and partners to set baselines, where needed, and develop or adapt existing data collection tools. STEP-Up will submit a separate baseline proposal for USAID approval prior to its implementation.

B. Data Sources and Data Collection Methods

STEP-Up collects data quarterly, semiannually, annually, or at the end of the project, depending on the indicator. We will obtain indicator data from a variety of sources, including host-country counterparts, internal project records, and public records. The detailed table in Annex A provides specific data sources and frequency of collection and reporting for each indicator. Generally, data sources are grouped in the following categories:

- *Primary data collected through assessment tools, surveys, and interviews.* STEP-Up will track learning outcomes in reading, using credible sources to measure improvements (for example, the MESVTEE national assessment, the reading assessments conducted by USAID’s Read to Succeed and Time to Learn projects, mock exam scores provided by provincial and district officials, and the education management information system).
- *Primary data from project records.* A number of proposed indicators directly measure project activities, so data for these can be obtained from STEP-Up’s staff and subcontractors.
- *Secondary data from project partners.* Collecting data for the remaining indicators will require collaboration with partners, particularly the MESVTEE’s reports. STEP-Up’s provincial advisors will facilitate this process; they will avoid placing undue burden on ministry staff beyond reasonable expectations of data collection.

C. Data Quality Control

To ensure that project M&E data are of the highest possible quality and meet USAID standards (listed in the box), STEP-Up has identified and planned data quality control measures for each indicator, which are detailed in the indicator reference sheets (Annex C). Additionally, STEP-Up will conduct an internal data quality assessment (DQA) of indicator data annually, following the PMEP review.

STEP-Up Zambia’s technical staff are best placed to provide first-order quality control for the data elements. Upon collection of data, each technical specialist will examine the quantitative and qualitative data to identify errors.

If a problem is identified, the specialist is responsible for verifying the data against original sources (and any other required forms of verification, such as cross-verification from alternate data sources).

USAID’s Data Quality Standards

Validity. Data should clearly and adequately represent the intended result and reflect no bias.

Reliability. Data should reflect consistent collection and analysis methods over time.

Timeliness. Data should be sufficiently current and available to be practical for use by management.

Integrity. Mechanisms must be in place to reduce the possibility for manipulation of data.

Precision. Data should be precise enough to present a fair picture of performance and enable management decision-making.

The project M&E team is responsible for secondary data quality control (after data entry). This team will tabulate data to identify potential errors and design a spot-check system to verify data at the source (e.g., through visits to the MESVTEE or other partners). When errors are identified early, the M&E specialists can make corrections by consulting the data source.

The M&E team will map data collection and decision-making processes to identify roadblocks and areas for streamlining. During project Year 1, the information management advisor and development communications specialist led a mapping exercise with MESVTEE colleagues to review information flows. The aim of this exercise was to reveal gaps between policy and practice, overlapping roles and authorities, and other information related to decision-making. Focus groups with the district education board secretaries, district and province resource center coordinators, head teachers, classroom teachers, and local media outlets provided an important perspective on local realities for proposed solutions.

To prepare for USAID's periodic DQAs on operational plan indicator data, STEP-Up will conduct an internal data quality review each year, following the PMEP review, using a form adapted from USAID's DQA form.

D. Reporting

STEP-Up Zambia includes M&E data in quarterly and annual progress reports and in PEPFAR reports. In these reports, the project team presents indicator data for the reporting period and aggregate data by fiscal year. Along with quantitative data, STEP-Up reports will include narrative descriptions and present qualitative data and success stories collected through interviews and focus groups, and images (including video and photography, as appropriate) that USAID can share with stakeholders. The final report will contain life-of-project indicator values, along with conclusions drawn from evaluation activities, such as an analysis of targets compared to achievements, an analysis of any shortfalls, a discussion of best practices, lessons learned, and presentation of success stories.

E. Staff Responsibilities

M&E team members are responsible for regularly analyzing and reporting on data in a timely, consistent, and complete manner to allow for appropriate monitoring, reporting, and delivery of performance information to project decision-makers. At the end of each fiscal year, the M&E team will review the appropriateness of the PMEP and make necessary additions or adjustments. Short-term M&E specialists will provide quality assurance of data and as-needed capacity building for the M&E team.

Each STEP-Up Zambia task leader manages the process of primary data collection for his or her task area. After the M&E team performs data analysis and quality control, the technical staff and the chief of party use the information to make management decisions on implementation and communicate progress to stakeholders. The chief of party supervises the overall M&E system, guides the long-term M&E team in deciding which indicator data are critical for management and communication, and uses M&E information for strategic decision-making to address project needs.

ANNEX A. CONSOLIDATED LIST OF INDICATORS AND TARGETS

Development Objective 3: Human Capital Improved									
Indicator	Definition	Indicator Type	Disaggregate	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
Intermediate Result 1: Education achievement in reading improved by 2017									
1. Increase of 15% in learning achievement in reading at grade 5 by 2017	Measures progress toward the ultimate goal of improving learner performance in reading by tracking the percentage of primary school learners in grade 5 who are achieving the minimum performance on the National Assessment, and on assessments conducted by USAID implementing partners.	Mission Custom Impact	1. Province and district 2. Type of school 3. Sex 4. OVCs 5. Urban/rural	15% cumulative increase by the end of 2017	Baseline is set at 2008 National Assessment score of 35.3 percent reading in English.	Depends on schedule of MESVTEE testing	National Assessment survey scores from the Examinations Council of Zambia. These scores will be checked against reader performance as assessed by USAID project partners Read to Succeed and Time to Learn.	STEP-Up project M&E Team	MESVTEE is committed to monitoring and evaluating this information consistently, and implements project-recommended management reforms leading to improved reading outcomes.
2. Number of laws, policies, regulations, or guidelines developed to improve equitable access to or quality of education services	Measures the project's contribution to the development of documented statements of policy and guidance by government to improve education, including laws, policies, regulations, strategic plans, and guidelines. Outcome indicator; documents counted are only those produced at national, provincial and	USAID mandatory outcome/ operational plan	1. National, province, district 2. Type of documents 3. Improve equitable access 4. Improve quality of education	Fiscal Year (FY) 1: 5 documents FY 2: 45 documents FY 3: 65 documents FY 4: 70 documents FY 5: 70 documents Total: 70 documents	Baseline will be set at 0 from the start of project.	Semiannual	Designated national and provincial MESVTEE staff, task area leaders, provincial advisors	Task area leaders, provincial advisors	MESVTEE is willing to produce new documents to reform the education system. Higher education institutions will agree to collaborate with MESVTEE to produce research

Indicator	Definition	Indicator Type	Disaggregate	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
	district levels. Documents may be new or modified to improve equitable access to education services, or to improve the quality of such services.								informing new policies.
Sub-intermediate Result 1, Task Area 1: Systems for improved decision-making integrated and strengthened									
3. Number of MESVTEE management units (MMUs) tracking reading levels	This indicator tracks the number of MESVTEE management units (district, province, national) which use early grade reading data to inform decision-making. Tracking of reading levels is defined as the collection and use of “break-through” records to measure the reading abilities of learners in grade one.	Project Outcome	1. By national, province and district 2. Type of school 3. Type of system	FY 1: 0 MMUs FY 2: 20 MMUs FY 3: 40 MMUs FY 4: 60 MMUs FY 5: 60 MMUs Total: 60 MMUs	Baseline will be set at the number of provinces, districts, and schools tracking “break-through” reading levels.	Annual	Designated staff of the District Education Board Secretary (DEBS) and Provincial Education Offices (PEOs)	Provincial advisors	The districts use the information generated from the systems to inform decision making.
Sub-intermediate Result 2, Task Area 4: Decentralization for improved learner performance strengthened									
4. Number of MESVTEE management units (MMUs) implementing reading improvement strategies	This indicator measures the shift in priorities at national, province, and district level to focus on managing for reading improvement as a gateway to improving learner performance. Reading improvement strategies are defined by each management unit in the strategic plans developed with project support. Having developed these	Mission Custom Output	1. By national, province and district 2. Type of school 3. Type of system	FY 1: 0 MMUs FY 2: 46 MMUs FY 3: 66 MMUs FY 4: 76 MMUs FY 5: 86 MMUs Total: 86 MMUs	Baseline will be set at the number of management units implementing reading improvement strategies.	Quarterly	Task area leaders, provincial advisors, DEBS and PEOs, and project-supported information management systems	Provincial advisors	Schools implement strategies aimed at improving reading and provide necessary information to districts. Districts in turn report accurate information to the project.

Indicator	Definition	Indicator Type	Disaggregate	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
	strategies is not sufficient; strategies need to be in use in order for the districts and provinces to be counted.								
5. Number of provinces and districts that have revised strategic plans to achieve pre-determined targets	This indicator tracks the accountability of provinces and districts to meet targets established in the development of strategic plans, by amending those plans. It also simultaneously tracks whether the provinces and districts are using the strategic plans as a management tool, as they were originally intended as a means to improve learner performance.	Project Outcome	1. Province and district	5 provinces, 20 districts by 2016	Baseline will be set at 0 from the start of project.	Quarterly	Provincial advisors, designated staff at DEBS and PEOs	Provincial advisors	Districts and provinces will need to modify strategies in order to reach pre-determined targets, and they will be willing to make those changes.
Sub-intermediate Result 2, Task Area 5: Zambian institutions of higher education engaged in MESVTEE policy research and analysis									
6. Number of policies developed by MESVTEE as a result of project-supported higher education research activities	This indicator measures the outcome of collaborative efforts between MESVTEE and Higher Education Institutions. Policies developed include new policies which are created as well as the reformation of existing ones. Policies include documents produced at provincial, district and school level that inform	Project Outcome	1. Type of document 2. Reading-focused 2. Type of institution 3. Province, district, school 4. Sex 5. OVCs	FY 1: 0 FY 2: 1 policies FY 3: 3 policies FY 4: 4 policies FY 5: 5 policies Total: 5 policies	Baseline will be set at 0 from the start of project.	Semiannual	Policy and research advisor, interns, provincial advisors, MESVTEE	Policy and research advisor, M&E team	Higher education institutions and MESVTEE are willing to collaborate with one another and to share research information for policy development. Higher education

Indicator	Definition	Indicator Type	Disaggregate	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
	decision-making and guide actions. To be counted, the policies must be influenced by the project-supported applied research. Developed means that the policies are actively implemented.								institutions and MESVTEE are willing to undertake research focused on improving learner performance.
7. Number of education research internships completed	This indicator measures the outcome of collaborative efforts between the MESVTEE and Higher Education Institutions to conduct applied education research through students and professors at local universities and colleges.	Output	1. Institution 2. Sex 3. Qualification	Year 1: 0 Year 2: 12 Year 3: 32 Year 4: 50 Year 5: 50 Total: 50	Baseline will be set at 0 from the start of project.	Annual	Local higher education institutions	Policy and research advisor	Both Higher Education Institutions and MESVTEE are willing to collaborate with one another. Students are willing to accept internship positions.
Sub-intermediate Result 4, Task Area 3: MESVTEE's management of HIV/AIDS workplace programs institutionalized									
8. Number of target population reached with individual and/or small group-level preventative interventions that are based on evidence and/or meet the minimum standards	This indicator measures the number of individuals from the target population who have been reached with either individual and/or small group level preventative interventions. Target population includes those associated directly or indirectly with the education sector, including educators and their families, as well as learners. Individual-level	PEPFAR Mandatory Output (P8.2.D)	1. Provincial, district, zone, school 2. Teachers, family members, students 3. Age (10-14, 15+) 4. Type of school 5. Sex	FY 1: 0 FY 2: 25,000 FY 3: 45,000 FY 4: 60,000 FY 5: 60,000 Total: 60,000	Baseline will be set at 0 from the start of project	Quarterly	HIV/AIDS advisor, local subcontractors, provincial advisors	HIV/AIDS advisor	Health service delivery points supported by the project are well-attended. Local subcontractors properly monitor and report results of these health fairs.

Indicator	Definition	Indicator Type	Disaggregate	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
	interventions are provided to one individual at a time, while small group level interventions are delivered in small group settings of less than 25 people.								
9. Number of individuals who have received Testing and Counseling (T&C) services and received their test results (PEP)	This indicator measures the number of MESVTEE staff and students who received project-supported testing and counseling services and have received their test results. Service delivery points could include fixed health care facilities such as, hospitals, public and private clinics, free standing sites not associated with medical institutions, mobile testing centers, and workplace testing events.	PEPFAR Mandatory Output (P11.1.D)	1. National, Provincial, district, zone, school 2. MESVTEE Staff, students 3. Type of school 4. Age (<15, 15+) 5. Sex 6. Test results	FY 1: 0 FY 2: 25,000 FY 3: 35,000 FY 4: 50,000 FY 5: 50,000 Total: 50,000	Baseline will be set at 0 from the start of project.	Quarterly	HIV/AIDS advisor, local subcontractors, provincial advisors	HIV/AIDS advisor	Health service delivery points supported by the project are well-attended. Local subcontractors properly monitor and report results of the fairs.
10. Number of community health and para-social workers who successfully complete a pre-service training program	This indicator measures the reach of PEPFAR supported training programs. Training programs must meet the minimum requirements as defined by international or national standards. Pre-service training comprises training that	PEPFAR Mandatory Output (H2.2.D)	1. National, Provincial, district, zone 2. Age 3. Sex	FY 1: 0 FY 2: 1,000 FY 3: 1,500 FY 4: 1,750 FY 5: 1,750 Total: 1,750	Baseline will be set at 0 from the start of project.	Quarterly	HIV/AIDS advisor, local subcontractors, provincial advisors	HIV/AIDS advisor	Training programs sponsored by the project are well-attended. Local subcontractors properly monitor and report results of the training

Indicator	Definition	Indicator Type	Disaggregate	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
	equips community health social workers to provide services for the first time. Social workers for the purposes of this indicator receive anything from a few days of training up to 6 months of training. There is no exclusion for unpaid workers.								programs.
11. Number of eligible adults and children provided with a minimum of one care service	Care programs include support, preventative and clinical services, and may include both assessment of the need for interventions or provision of needed interventions. Individuals eligible for clinical services include people living with HIV/AIDS as well as pregnant women, family members, OVC, caregivers, or other household members living with or caring for HIV-positive individuals. As a result of mitigating the effects of HIV/AIDS on the education system, project-supported interventions will provide care services for the communities at large.	PEPFAR Mandatory Output C1.1.D	1. Sex 2. Age (<18, 18 +)	FY 1: 0 FY 2: 5,000 FY 3: 6,000 FY 4: 7,000 FY 5: 7,000 Total: 7,000	Baseline will be set at 0 from the start of the project	Quarterly	HIV/AIDS advisor, local subcontractors, provincial advisors	HIV/AIDS advisor	Social workers complete training program supported by the project. Trained social workers enlist eligible clients and provide them with at least one care service.

Indicator	Definition	Indicator Type	Disaggregate	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
Crosscutting; Sub-intermediate Results 1, 2, 3, 4; Task Areas 1, 2, 4, 5									
12. Number of administrators and officials successfully trained with U.S. government support	Number of education officials or administrators of education programs who participate in collaborative learning opportunities in relation to their current positions. Learning experiences include, but are not limited to: strategic planning and policy development processes for MESVTEE province and district staff that are structured to produce specific oversight and management tools for improved accountability; leadership for reading improvement; and coaching and mentoring exercises facilitated by technical and provincial advisors designed to reinforce results driven management norms. Themes of learning experiences include portfolio management with a focus on results attainment, self-evaluation, annual planning and target setting, medium to long term planning,	USAID mandatory output/ operational plan	1. National, province, district 2. Sex 3. Duration 4. Position 5. Training themes	FY 1: 200 (100 male; 100 female) FY 2: 1,731 (1,267 male; 464 female) FY 3: 2081 (1,512 male; 569 female) FY 4: 2,081 FY 5: 2,081 Total: 2,081 (1,512 male; 569 female) Note: Sex disaggregation targets set through Mission Operational Plan	Baseline will be set at 0 from the start of project	Quarterly	Post evaluations collected by project staff.	Project staff	Participants submit post evaluation forms. U.S. government support is consistently provided through the program.

Indicator	Definition	Indicator Type	Disaggregate	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
	communication, data collection and management, policy and research, management and governance, reading, and evidence-based decision making.								
13. Number of districts tracking resource allocation for equitable access to education	This indicator monitors improvement in managing funding for, but not limited to, gender-related issues and OVCs in districts. Resource allocations pertain, amongst other items, to school text books, school feeding programs, guidance and counseling services, and bursaries.	Project outcome	1. Province, district 2. Sex 3. OVCs	FY 1: 0 FY 2: 0 FY 3: 40 FY 4: 63 FY 5: 83 Total: 83	Baseline will be set at the number of districts tracking resource allocation for equitable access in the first year of the project.	Quarterly	Designated staff at DEBS	Provincial advisors	Districts are willing to use developed tools to track resource allocations

ANNEX B. TRACKING AMENDMENTS TO THE PMEP

[illegible]

ANNEX C. INDICATOR REFERENCE SHEETS

1. Impact: Increase of 15% in learning achievement in reading at grade 5 by 2017

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 1
Indicator: Increase of 15% in learning achievement in reading at grade 5 by 2017
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MESVTEE's systems strengthened; SIR 2: School performance improved; SIR 3: Equitable access to education increased; SIR 4: HIV/AIDS impact on education sector mitigated.
Level of Indicator: Mission Custom Impact
DESCRIPTION
Definition: This indicator measures progress toward achieving the ultimate goal of improving learner performance in reading by tracking the percentage of primary school learners in grade 5 who are achieving the minimum level of performance on the National Assessment, as well as on assessments conducted by USAID implementing partners.
Unit of Measure: Percentage of learners achieving minimum level of performance on National Assessments and other assessment conducted by USAID implementing partners per subject area, with gender disaggregation.
Disaggregation: 1. Province and district 2. Type of school 3. Sex 4. OVCs
Justification of Management Utility: This is the final measure of the impact the project is expected to realize by 2017. A percentage change of learners achieving minimum performance in reading assessments will provide the program management team and donors with a means of measuring increased learner performance as a result of STEP-Up Zambia interventions to improve oversight and management of primary education. Improvements in reading can be linked to all SIR categories and through these to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: National Assessment Survey Scores provided by the Examinations Council of Zambia, in particular grade 5 assessment scores. Furthermore, these scores will be checked against reader performance as assessed by USAID project partners Read to Succeed and Time to Learn.
Data Collection Method: National Assessment scores will be obtained from the Examinations Council of Zambia on an annual basis, or as frequently as such scores are generated.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with annual assessments for report on progress each year. Baseline is set at 2008 National Assessment scores.
Individual Responsible: STEP-Up project M&E team
Data Collation Method: Scores will be viewed in light of other relevant indicators, the results of which will be collated to Project Database which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: STEP-Up project M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 1
DATA QUALITY ISSUES
Known Data Limitations and Significance: 1) Quality issues with the data management systems and supporting structures that will affect the information used to assess progress toward targets – validity, reliability, integrity, precision, timeliness and completeness; 2) Sample size and representation; and 3) timely receipt of data.
Actions Taken or Planned to Address Limitations: To be decided post-baseline.
Date of Initial Data Quality Assessment: To be decided post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing routine data quality assessment (RDQA) process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected in the first year of the project.
Review of Data: Data is reviewed by chief of party, performance monitoring advisor, M&E advisor.
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports. Dependent upon schedule of MESVTEE testing.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 1												
BASELINES AND TARGETS												
Baseline: Baseline is set at 2008 National Assessment scores.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	35.3%	--		--		--		--		40.56%		15% Improvement from 2008 National Assessment scores by end of 2017
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical Assumption: MESVTEE is committed to monitoring and evaluating this information consistently, and implements project-recommended management reforms leading to improved reading outcomes.												

2. Outcome: Number of laws, policies, regulations, or guidelines developed to improve equitable access to or quality of education services

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 2
Indicator: Number of laws, policies, regulations, or guidelines developed to improve equitable access to or quality of education services
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 3: Equitable access to education increased
Level of Indicator: USAID mandatory outcome/operational plan
DESCRIPTION
Definition: This indicator measures the project's contribution to development of documented statements of policy and guidance by government to improve education, including laws, policies, regulations, strategic plans, and guidelines. As an outcome indicator, documents counted are only those produced at the national, provincial and district levels. Documents may be new, or those modified to improve equitable access to education services, or to improve the quality of such services.
Unit of Measure: Number of government documents that have been produced as a result of project-supported interventions, in terms of the kind of document and the purpose of the document.
Disaggregation: 1. National and provincial 2. Type of documents 3. Improve equitable access 4. Improve quality of education
Justification of Management Utility: One of the objectives of the project is to facilitate improved policy-making leading to more efficient and equitable delivery of education services. Policies can take a number of forms of documentation - laws, regulations, circulars, strategic plans, guidelines – and are intended to assist educators with effectively overseeing, managing, and implementing education reform. The majority of important documents produced with project support will be seen in resultant learner performance strategic plans produced by provinces and districts. Other types of documents will also grow out of project-support, such as the Ministry of Education's revised HIV/AIDS policy, new local homework policies, and policies created as a result of applied research by higher education institutions. The production of these documents can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Designated national and provincial MESVTEE staff, provincial advisors, task area leaders
Data Collection Method: Quantitative and qualitative data will be acquired from each Province and District, as well as nationally by the task area leaders and provincial advisors in conjunction with the local M&E team in order to determine the number of government documents published.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with Semiannual assessments for report on progress during the year.
Individual Responsible: M&E team, task area leaders, provincial advisors
Data Collation Method: Scores will be viewed in light of other relevant indicators. Responses will be collated to Project Dashboard which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.
Actions Taken or Planned to Address Limitations: To be determined post-baseline.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 2
Date of Initial Data Quality Assessment: To be determined post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 2												
BASELINES AND TARGETS												
Baseline: Baseline will be set at 0 from the start of project.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	TBD	5 documented statements of policy of guidance	5	45 documented statements of policy of guidance		65 documented statements of policy of guidance		70 documented statements of policy of guidance		70 documented statements of policy of guidance		Cumulative total of 70 documents by end of project.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical Assumptions: MESVTEE is willing to produce new documents to reform the education system. Higher education institutions will agree to collaborate with MESVTEE to produce research informing new policies.												

3. Outcome: Number of Management Units tracking reading levels

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 3
Indicator: Number of MESVTEE management units tracking reading levels.
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved.
Intermediate Results: Education achievement in reading improved by 2017.
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MESVTEE's systems strengthened. Task Area 1: Systems for improved decision-making integrated and strengthened.
Level of Indicator: Project Outcome.
DESCRIPTION
Definition: This indicator tracks the number of MESVTEE management units (district, province, national) which use early grade reading data to inform decision-making. Tracking of reading levels is defined as the collection and use of "break-through" records to measure the reading abilities of learners in grade one. Break-through records are generated through the standardized breakthrough-to-literacy assessments.
Unit of Measure: Number of districts who track breaking-through reading levels using data generated from breakthrough-to-literacy assessments.
Disaggregation: 1. By province and district 2. Type of school 3. Type of system
Justification of Management Utility: This measurement is linked to the strengthening of systems and changing the attitudes of administrators so as that they begin using data to track reading levels and make informed management decisions based on this data. An increase in the number of management units (at national, province, and district levels) tracking reading shows general improvement in the availability of data and relevant stakeholders' drive to make use of it. Comparisons across districts and provinces, taking into account where tracking systems have been developed and implemented, will also allow identification and modeling of provinces and districts that are more receptive to the new systems put in place. An increase in the number of management units tracking reading levels can be linked to SIR categories on systems strengthening, and secondarily to decentralization, so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Information management advisor liaising with national level counterparts, and Provincial Advisors working in collaboration with the designated staff of the DEBS and PEOs, to collect data and submit for reporting to USAID by the M&E team.
Data Collection Method: Quantitative and qualitative data will be acquired from each national, province, and district management unit by the Provincial Advisors in conjunction with the local M&E team in order to determine whether or not these management units are tracking reading levels.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with annual assessments for report on progress.
Individual Responsible: Information management advisor, provincial advisors with supervision from the M&E team.
Data Collation Method: Data in the following years will be viewed in light of other relevant indicators, the results of which will be collated to project database, which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: Project M&E team, information management advisor, provincial advisors
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be decided post-baseline.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 3
Actions Taken or Planned to Address Limitations: To be decided post-baseline.
Date of Initial Data Quality Assessment: To be decided post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, fiscal reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 3												
BASELINES AND TARGETS												
Baseline: Baseline will be set at the number of MESVTEE management units (MMUs) tracking “breakthrough” reading levels.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	TBD	0 MMUs	0	20 MMUs		40 MMUs		60 MMUs		60 MMUs		Cumulative total of 60 districts by end of project.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 12, 2012												
Critical Assumptions: The management units use the information generated from the systems to inform decision making.												

4. Output: Number of Management Units implementing reading improvement strategies

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 4
Indicator: Number of MESVTEE management units (MMUs) implementing reading improvement strategies
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 2: School performance improved; Task Area 4: Decentralization for improved learner performance strengthened
Level of Indicator: Mission Custom Output
DESCRIPTION
Definition: This indicator measures the shift in priorities at national, province, and district level to focus on managing for reading improvement as a gateway to improving learner performance. Reading improvement strategies are defined by each management unit in the strategic plans developed with project support. Having developed these strategies is not sufficient; strategies need to be in use in order for the districts and provinces to be counted.
Unit of Measure: Number of management units implementing reading improvement strategies.
Disaggregation: <ol style="list-style-type: none"> 1. National 2. Provincial 3. District
Justification of Management Utility: One of the project objectives is to focus education management around learning outcomes, particularly reading. Simultaneously, the project is advocating a shift toward a more decentralized system in which each province and district is responsible for its own performance and subsequent improvement in learner performance. The number of MESVTEE management units (national, provincial, and district) implementing reading improvement plans and strategies indicates both a shift in priority toward improving reading in early grades, and also the willingness to embrace more decentralized authority for changing learner performance. As the number increases, more localities are internalizing and taking advantage of changes in the education system, indicating greater project progress. An increase in the number of Provinces and Districts implementing reading improvement strategies can be linked to SIR 2 categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Decentralization advisor, information management advisor, and provincial advisors working in collaboration with the national directorates, DEBS and PEOs to collect data from all levels submitted and reviewed for reporting to USAID by the project team and project-supported information management systems. (Indicator 2).
Data Collection Method: Quantitative and qualitative data will be acquired from each management level by task area leaders and provincial advisors in conjunction with the M&E team in order to determine the number of districts, provinces, and national management units implementing reading improvement strategies.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with quarterly assessments for report on progress during the year.
Individual Responsible: Decentralization advisor, information management advisor, and provincial advisors with supervision from the M&E team.
Data Collation Method: Scores will be viewed in light of other relevant indicators, the results of which will be collated to Project Database which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: STEP-Up project M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 4
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team.
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 4												
BASELINES AND TARGETS												
Baseline: Baseline will be set at the number of MESVTEE management units (MMUs) implementing reading improvement strategies.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	TBD	0	0	46 MMUs		66 MMUs		76 MMUs		86 MMUs		Cumulative increase of all provinces and majority of districts by end of 2016.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical Assumptions: Schools implement strategies aimed at improving reading and provide necessary information to districts. Districts in turn report accurate information to the project.												

5. Output: Number of Provinces and Districts that have revised strategic plans to achieve pre-determined targets

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 5
Indicator: Number of provinces and districts that have revised strategic plans to achieve pre-determined targets
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 2: School performance improved; Task Area 4: Decentralization for improved learner performance strengthened
Level of Indicator: Project output
DESCRIPTION
Definition: This indicator tracks the accountability of provinces and districts to meet targets established in the development of strategic plans. It also simultaneously tracks whether the provinces and districts are using the strategic plans as a management tool, as they were originally intended
Unit of Measure: Number of provinces and districts that have revised learner performance strategic plans, disaggregated by province and district, in order to implement more informed decisions during the project's life-cycle for the benefit of learner performance
Disaggregation: <ol style="list-style-type: none"> 1. Provincial 2. District
Justification of Management Utility: Decentralization is more than the implementation of plans on various levels as it also entails a specific location's ability to revise a strategic plan to suit its own needs, based on monitoring progress toward established targets. Revisions indicate a heightened sense of authority and ownership by provinces and district for learner performance in their jurisdictions. This will also indicate a shift in management style and mindsets as different areas begin to embrace leadership of education management. Comparisons across provinces and districts will also highlight which areas are more receptive to project support. Tracking the number of provinces and districts revising reading improvement strategies can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Provincial advisors working in collaboration with the designated staff at DEBS and PEOs to collect data from levels submitted and reviewed for reporting to USAID by the project team.
Data Collection Method: Quantitative and qualitative data will be acquired from each Province and District by the provincial advisors in conjunction with the project M&E team in order to determine the number of schools (reporting to districts), districts, and provinces developing/customizing reading improvement strategies.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with quarterly assessments for report on progress during the year.
Individual Responsible: Provincial advisors with supervision from the M&E team
Data Collation Method: Scores will be viewed in light of other relevant indicators, the results of which will be collated to Project Database which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 5
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, performance monitoring advisor, M&E advisor.
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 5												
BASELINES AND TARGETS												
Baseline: Baseline will be set at 0.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	0	0 provinces, 0 districts	0 provinces, 0 district	1 province, 5 districts		2 provinces, 5 districts		2 provinces, 10 districts		5 provinces, 20 districts		Cumulative number of provinces and districts totaling to 5 and 20 respectively
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical Assumption: Districts and provinces will need to modify strategies in order to reach pre-determined targets, and they will be willing to make those changes.												

6. Outcome: Number of policies developed by MESVTEE as a result of higher education research activities

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 6	
Indicator: Number of policies developed by MESVTEE as a result of higher education research activities	
RELATIONSHIP TO USAID OBJECTIVES	
USAID Strategic Objective: Human Capital Improved	
Intermediate Results: Education achievement in reading improved by 2017	
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK	
Program Objective: SIR 2: School performance improved, Task Area 5: Zambian institutions of higher education engaged in MESVTEE policy research and analysis	
Level of Indicator: Project outcome	
DESCRIPTION	
Definition: This indicator measures the outcome of collaborative efforts between MESVTEE and higher education institutions. Policies developed include new policies which are created as well as the reformation of existing ones. Policies include documents produced at provincial, district and school level that inform decision-making and guide actions. To be counted, the policies must be influenced by the project-supported applied research. Developed means that the policies are actively implemented.	
Unit of Measure: Number of policies that have been created or modified as a result of collaboration between the MESVTEE and higher education institutions' research efforts.	
Disaggregation: <ol style="list-style-type: none"> 1. Type of document 2. Reading focused 3. Type of institution 4. Province, district, school 5. Sex 6. OVCs 	
Justification of Management Utility: One of the objectives of the project is to facilitate engagement between Higher Education Institutions and the MESVTEE in order to collaboratively address some of the issues faced in the Zambian education system regarding learner performance. One of the ways in which the outcome of this collaboration will be seen is in terms of the number of policies developed (either newly created or the modification of existing ones) as a result of the two institutions collaborating. An increasing number of policies will indicate increased collaboration, research activities associated with learner performance, and a general drive toward addressing existing problems and improving current systems. This can be linked to SIR categories so that results can be linked to project activities.	
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)	
Data Source: Policy and research advisor, interns, provincial advisors, MESVTEE	
Data Collection Method: The policy and research advisor will acquire all quantitative and qualitative data pertaining to the number of policies developed as a result of collaboration between the MESVTEE and higher education institutions. The M&E team will then obtain this information from the Policy and research advisor.	
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with semiannual assessments for report on progress during the year.	
Individual Responsible: Policy and research advisor, M&E team	
Data Collation Method: Scores will be viewed in light of other relevant indicators. Responses will be collated to project database, which will manage information for reporting purposes.	
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.	
Individual Responsible: M&E team	
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.	
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.	
DATA QUALITY ISSUES	
Known Data Limitations and Significance: To be determined post-baseline.	

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 6
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 6												
BASELINES AND TARGETS												
Baseline: Baseline will be set at 0 from the start of project.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	0	0 policies	0 policies	1 policy		3 policies		4 policies		5 policies		Total of 5 policies by end of project.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical Assumptions: Higher education institutions and MESVTEE are willing to collaborate with one another. Higher education institutions and MESVTEE are willing to undertake research focused on improving learner performance.												

7. Output: Number of education research internships completed

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 7
Indicator: Number of education research internships completed
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 2: School performance improved, Task Area 5: Zambian institutions of higher education engaged in MESVTEE policy research and analysis
Level of Indicator: Project Output
DESCRIPTION
Definition: This indicator measures the outcome of collaborative efforts between the MESVTEE and Higher Education Institutions to conduct applied education research through students and professors at local universities and colleges.
Unit of Measure: Number of interns that complete internships in education research on topics and needs identified through collaboration between MESVTEE and higher education institutions.
Disaggregation: 1. Institution 2. Sex 3. Qualification
Justification of Management Utility: One of the objectives of the project is to facilitate engagement between Higher Education Institutions and the MESVTEE in order to collaboratively and meaningfully address issues faced in successful delivery of education services. Research based on, and applied to the classroom, is needed to identify and advance locally-appropriate education leadership and management practices. One of the ways in which the outcome of this collaboration will be seen is through applied research conducted by students (interns) and faculty of higher education institutions on topics selected jointly by MESVTEE and the academic community. This can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Higher education institutions, policy and research advisor, interns, provincial advisors, MESVTEE.
Data Collection Method: The policy and research advisor will acquire all quantitative and qualitative data pertaining to the number of internships completed as a result of collaboration between the MESVTEE and higher education institutions. The M&E team will then obtain this information from the Policy and Research Advisor.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with semiannual assessments for report on progress during the year.
Individual Responsible: Policy and research advisor, M&E team
Data Collation Method: Scores will be viewed in light of other relevant indicators. Responses will be collated to project dashboard, which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 7
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 7												
BASELINES AND TARGETS												
Baseline: Baseline will be set at 0 from the start of project.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	0	0	0	12		32		50		50		Total of 50 interns completed internships by end of project.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical Assumptions: Both higher education institutions and MESVTEE are willing to collaborate with one another. Students are willing to accept internship positions.												

8. Output: Number of target population reached with individual and/or small group level preventative interventions that are based on evidence and/or meet the minimum standards

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 8
Indicator: Number of target population reached with individual and/or small group level preventative interventions that are based on evidence and/or meet the minimum standards.
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved.
Intermediate Results: Education achievement in reading improved by 2017.
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 4: HIV/AIDS impact on education sector mitigated; Task Area 3: MESVTEE's management of HIV/AIDS workplace programs institutionalized.
Level of Indicator: PEPFAR Mandatory Output (P8.2.D)
DESCRIPTION
Definition: This indicator measures the number of individuals from the target population who have been reached with either individual and/or small group level preventative interventions. Target population includes those associated directly or indirectly with the education sector, including educators and their families, as well as learners. Individual-level interventions are provided to one individual at a time, while small group level interventions are delivered in small group settings of less than 25 people. Counseling associated with testing and counseling should not be counted here. Interventions must meet minimum standards as defined by PEPFAR.
Unit of Measure: Number of target population reached with individual and/or small group level preventative interventions
Disaggregation: 1. Provincial, district, zone and school 2. Teachers, family members, students 3. Age (10 – 14, 15+) 4. Type of school 5. Sex
Justification of Management Utility: One of the project objectives is to mitigate the HIV/AIDS impact on the education sector. In order to achieve this STEP-Up aims to reach out to those individuals associated with the education sector in terms of both individual and small group level preventative interventions in order to increase HIV/AIDS awareness and positively influence attitudes and behaviors toward HIV/AIDS. The vehicle for this sensitization will be through a series of health fairs to be held in all provinces of Zambia that specifically target educators and their families. Tracking the number of individuals reached will provide an indicator of the scope of reach of the project and can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: HIV/AIDS advisor, local subcontractors, provincial advisors
Data Collection Method: Subcontractor and project M&E staff at health fairs will track the number of individuals who have received individual or small group level preventative interventions. The relevant data will be conveyed to the HIV/AIDS advisor. Provincial advisors and the local M&E team will collect data from the HIV/AIDS advisor.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with quarterly assessments for report on progress during the year.
Individual Responsible: HIV/AIDS advisor
Data Collation Method: Scores will be viewed in light of other relevant indicators. Responses will be collated to project dashboard, which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 8
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team.
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 8												
BASELINES AND TARGETS												
Baseline: Baseline is set at 0 at the start of the project.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	0	0	0	25,000		45,000		60,000		60,000		Total of 60,000 individuals.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical assumptions: Health service delivery points supported by the project are well-attended. Local subcontractors properly monitor and report results of these Health Market fairs.												

9. Number of individuals who received testing and counseling (T&C) services and received their test results (PEP)

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 9
Indicator: Number of individuals who received testing and counseling (T&C) services and received their test results (PEP)
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 4: HIV/AIDS impact on education sector mitigated; Task Area 3: MESVTEE's management of HIV/AIDS workplace programs institutionalized
Level of Indicator: PEPFAR mandatory output (P11.1.D)
DESCRIPTION
Definition: This indicator measures the number of MESVTEE staff and students who receive project-supported testing and counseling services and have received their test results. Service delivery points may include fixed health care facilities such as, hospitals, public and private clinics, free standing sites not associated with medical institutions, mobile testing centers, and workplace testing events.
Unit of Measure: Number of individuals who have received testing and counseling, and their test results.
Disaggregation: 1. National, provincial, district, zone and school 2. MESVTEE staff, students 3. Type of school 4. Age (<15, 15+) 5. Sex 6. Test results
Justification of Management Utility: One of the project objectives is to mitigate the impact of HIV/AIDS on the education sector. In order to achieve this STEP-Up aims to reach out to those individuals associated with the education sector and provide Testing and Counseling (T&C) services. This will increase HIV/AIDS awareness, promote healthy attitudes and behaviors, and also inform those tested of their status so that those positive can receive the necessary medical care. The vehicle for providing these services will be through a series of health fairs to be held in all provinces of Zambia that specifically target educators and their families. Tracking the number of individuals reached will provide an indicator of the scope of reach of the project and can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: HIV/AIDS advisor, local subcontractors, provincial advisors
Data Collection Method: Local subcontractor and project M&E staff at health fairs will record the number of individuals who have received T&C, and their results. The data will be conveyed to the HIV/AIDS advisor. Provincial advisors and the local M&E team will collect data from the HIV/AIDS advisor.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with quarterly assessments for report on progress during the year.
Individual Responsible: HIV/AIDS advisor
Data Collation Method: Scores will be viewed in light of other relevant indicators. Responses will be collated to project dashboard which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 9
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 9												
BASELINES AND TARGETS												
Baseline: Baseline will be set at 0 from the start of project.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	0	0	237	25,000		35,000		50,000		50,000		Total of 50,000 individuals.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical assumptions: Health service delivery points supported by the project are well-attended. Local subcontractors properly monitor and report results of the health fairs.												

10. Number of community health and para-social workers who successfully complete a pre-service training program

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 10
Indicator: Number of community health and para-social workers who successfully complete a pre-service training program
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in Reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: IR.1: SIR 4: HIV/AIDS impact on education sector mitigated; Task Area 3: MESVTEE's management of HIV/AIDS workplace programs institutionalized
Level of Indicator: PEPFAR mandatory output (H2.2.D)
DESCRIPTION
Definition: This indicator measures PEPFAR supported outreach programs. Training programs must meet the minimum requirements as defined by international or national standards. Pre-service training comprises training that equips community health para-social workers to provide services for the first time. Para-social workers for the purposes of this indicator receive anything from a few days of training up to 6 months of training. There is no exclusion for unpaid workers.
Unit of Measure: Number of community health and para-social workers who have successfully completed a pre-service training program.
Disaggregation: 1. National, provincial, district, and zone 2. Age 3. Sex
Justification of Management Utility: One of the project objectives is to mitigate the HIV/AIDS impact on the education sector. One of the ways in which STEP-Up aims to achieve this is by providing training for para-social workers enabling them to perform services for the first time. This increases the capacity to address HIV/AIDS related problems on a local level, and reduces the need for teachers to seek basic medical attention far from their assigned locations. Tracking the number of para-social workers trained indicates the reach of local capacity building and can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: HIV/AIDS advisor
Data Collection Method: Subcontractors performing training will record all information regarding those para-social workers receiving training. This information will then be conveyed to the task manager. The M&E team will collect the data from the task manager.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with quarterly assessments for report on progress during the year.
Individual Responsible: HIV/AIDS advisor
Data Collation Method: Scores will be viewed in light of other relevant indicators. Responses will be collated to project dashboard, which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 10
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 10												
BASELINES AND TARGETS												
Baseline: Baseline will be set at 0 from the start of project.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	0	0	0	1,000		1,500		1,750		1,750		Total of 1,750 individuals.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical assumptions: Training programs sponsored by the project are well-attended. Local subcontractors properly monitor and report results of the training programs.												

11. Number of eligible adults and children provided with a minimum of one care service

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 11
Indicator: Number of eligible adults and children provided with a minimum of one care service
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 4: HIV/AIDS impact on education sector mitigated; Task Area 3: MESVTEE's management of HIV/AIDS workplace programs institutionalized.
Level of Indicator: PEPFAR mandatory output (C1.1.D)
DESCRIPTION
Definition: Care programs include support, preventative, and clinical services, and may include both assessment of the need for interventions or provision of needed interventions. Individuals eligible for clinical services include people living with HIV/AIDS as well as pregnant women, family members, OVC, caregivers, or other household members living with or caring for HIV-positive individuals. As a result of mitigating the effects of HIV/AIDS on the education system, project-supported interventions will provide care services for communities at large.
Unit of Measure: Number of eligible adults and children who have been provided a minimum of one care service.
Disaggregation: 1. Sex 2. Age (<18, 18+)
Justification of Management Utility: One of the project objectives is to mitigate the HIV/AIDS impact on the education sector. In doing so, however, STEP-Up will also provide care services for individuals not associated with the MESVTEE, but still affected by HIV/AIDS. Tracking the number of individuals reached with these services will provide a general indicator of the scope of reach of the project and can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: HIV/AIDS advisor, local subcontractors, provincial advisors.
Data Collection Method: Local subcontractor staff providing care services will record all eligible adults and children receiving these services. The data will be conveyed to the task manager. Provincial Advisors and the local M&E team will collect data from the task manager.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with quarterly assessments for report on progress during the year.
Individual Responsible: HIV/AIDS advisor
Data Collation Method: Scores will be viewed in light of other relevant indicators. Responses will be collated to project dashboard which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 11
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 11												
BASELINES AND TARGETS												
Baseline: Baseline will be set at 0 from the start of project.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Average increase	0	0	0	5,000		6,000		7,000		7,000		Total of 7,000 individuals.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical assumptions: Para-social workers complete programs supported by the project. Trained para-social workers enlist eligible clients and provide them with at least one care service.												

12. Output: Number of administrators and officials successfully trained with U.S. government support

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 12
Indicator: Number of administrators and officials successfully trained with U.S. government support
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MESVTEE's systems strengthened; SIR 2: Public and community school performance improved; SIR 3: Equitable access to education increased
Level of Indicator: USAID mandatory output/operational plan
DESCRIPTION
Definition: Number of education officials or administrators of education programs who receive training in aspects of their current positions. Training includes but is not limited to strategic planning workshops for MESVTEE province and district staff. Sample topics of training include decentralization, communications, data collection, policy and research, management and governance, reading, and learner performance. Successful completion requires that participants meet the completion requirements of the training program, which includes full attendance and completing daily evaluations. Training should be at least 3 working days, 24 hours in duration. An individual trainee, even if s/he is trained in more than one area or instance of training that year should be counted only once.
Unit of Measure: Number of administrators and officials who have received successful training with U.S. government support
Disaggregation: 1. National, province, district 2. Sex 3. Duration 4. Position 5. Training themes
Justification of Management Utility: Empowerment needs to occur on an individual level in order for systems to successfully function at macro levels. Administrators and officials will acquire the skills that will enable them to take charge and full advantage of the current system and those which are being strengthened, whilst facilitating the development of local strategic plans to address specific issues. Training more administrators and officials will create more internal ownership within the Zambian education system, and will also identify which provinces and districts are in good position to adopt the systems which have been developed and which are still in need of additional training. The number trained can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Post evaluations collected by project staff
Data Collection Method: Attendance registers will be kept of all administrators and officials attending and completing training. Designated project staff will collect these registers on a quarterly basis.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with quarterly assessments for report on progress during the year.
Individual Responsible: Designated project staff
Data Collation Method: Scores will be viewed in light of other relevant indicators. Responses will be collated to Project Dashboard which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: Performance monitoring advisor and M&E advisor.
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 12
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, performance monitoring advisor, M&E advisor.
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 12												
BASELINES AND TARGETS												
Baseline: Baseline will be set at 0 from the start of project.												
Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	0	0	957 (725 male; 232 female)	1,731 (1,267 male; 464 female)		2,081 (1,512 male; 569 female)		2,081		2,081		Total of 2,081 individuals.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical assumptions: Participants submit post evaluation forms. U.S. government support is consistently provided through the program.												

13. Outcome: Number of districts tracking resource allocations for equitable access to education

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 13
Indicator: Number of districts tracking resource allocation for equitable access to education
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 3: Equitable access to education increased; Task Area 2; Equity as a central theme in policy development and education management reform promoted
Level of Indicator: Project Outcome
DESCRIPTION
Definition: This indicator monitors improvement in managing funding for, but not limited to, gender-related issues and OVCs in districts. Resource allocations pertain, amongst other items, to school text books, school feeding programs, guidance and counseling services, and bursaries for vulnerable groups.
Unit of Measure: Number of districts who are tracking resource allocation associated with enabling equitable access to education.
Disaggregation: 1. Province, district 2. Sex 3. OVCs
Justification of Management Utility: One of the objectives of STEP-Up is to improve equitable access to education, with specific reference to sex and OVCs. Districts allocate resources to schools to address issues dealing with equitable access to education. The onus, however, falls on the schools to use these resources for their intended purposes. Districts need to track school expenditure to ensure that these funds are properly allocated. Monitoring the number of districts tracking expenditure pertaining to equitable access indicates positive attitudes toward improving education for OVCs and vulnerable groups equitable access. This can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Designated staff at the DEBS.
Data Collection Method: District information will be conveyed from designated staff at the DEBS to the provincial advisors. Provincial advisors will collect this data as well as information from a Provincial level and pass it on to the M&E team.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with quarterly assessments for report on progress during the year.
Individual Responsible: Provincial advisors
Data Collation Method: Scores will be viewed in light of other relevant indicators. Responses will be collated to project dashboard which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E team
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: To be determined post-baseline.
Actions Taken or Planned to Address Limitations: To be determined post-baseline.
Date of Initial Data Quality Assessment: To be determined post-baseline.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MESVTEE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 13
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E team
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, annual reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 13												
BASELINES AND TARGETS												
Baseline: Baseline will be set at the number of districts tracking resource allocation in the first year of project.												
Regions	Baseline	Year 1	Year 1 Actual	Year 2	Year 2 Actual	Year 3	Year 3 Actual	Year 4	Year 4 Actual	Year 5	Year 5 Actual	Comment
Average increase	TBD	0	0	0		40		63		75		Cumulative total of 75 districts in 10 provinces.
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												
This sheet was last updated on: December 3, 2012												
Critical assumptions: Districts are willing to use developed tools to track resource allocation.												